

R.WS.05.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	X									X									
R.WS.05.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.			X							X									
R.WS.05.05 acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.				X	X					X									
W.GN.05.01 write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.				X		X			X	X	X	X	X	X					
W.GN.05.02 write poetry based on reading a wide variety of grade-appropriate poetry.				X		X			X	X	X	X	X	X					
W.GN.05.03 write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.				X		X			X	X	X	X	X	X					
W.GN.05.04 use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.				X		X			X	X	X	X	X	X					
W.PR.05.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.				X	X	X	X		X	X	X	X	X	X	X				
W.PR.05.02 apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).				X	X	X	X		X	X	X	X	X	X	X				
W.PR.05.03 draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.				X	X	X	X		X	X	X	X	X	X	X				
W.PR.05.04 revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve organization and flow of ideas (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).				X	X	X	X		X	X	X	X	X	X	X				
W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.				X	X	X	X		X	X	X	X	X	X	X				
R.WS.05.07 in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.									X	X									
R.NT.05.03 analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved.									X	X	X								
W.SP.05.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).									X	X	X	X	X	X					

